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## The Barometer / v.5-6

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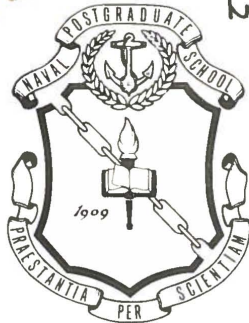
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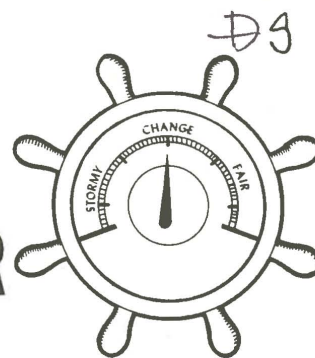
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# BAROMETER



VOL. V, No. 6.

WEEK OF 10 MAY 1971

EDITORS: CDR. E. H. CRAMER, SMC#2734  
LCDR. W. P. BUCK, SMC#2492

*The BAROMETER is a student newspaper for the exchange of ideas and information concerning the development and improvement of the professional environment at NPS and within the U. S. Navy*

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"So long as a man imagines that he cannot do this or that, so long is he determined not to do it; and consequently, so long it is impossible to him that he should do it."

Benedict Spinoza

## LAST WEEK'S MYSTERY QUOTE

The direct, pointed, and, we feel, still applicable statements made by last week's author were excerpted from a slim volume entitled Holloway Board on Naval Training, 1945 - Report found on the library shelves, access number V411.H7. The Holloway Board, headed by Admiral Holloway, was composed of ten members, eight Naval Officers and two civilian educators. On four weeks notice, this Board produced a report for the then Secretary of the Navy, James Forrestal, in three parts:

- Part I - Procurement and undergraduate education of officers up to the end of the third year after commissioning
- Part II - College education of commissioned officers selected for retention in the regular Navy.
- Part III - Long-range plan of graduate education at all levels of the officer's career.

The Report is felt to be significant because it contains, in broad concept form, present methods of officer procurement except NESEP, and it discusses at length the rationale behind continuing education for Naval officers. As a historical aside, it is surprising, in a day when the validity of concepts seems to be measured in direct proportion to the cubic feet of documentation, that the complete report is contained in twelve type-written pages, of which two pages are flow charts; SECNAV's endorsement takes up less than a page. Decision-makers, how does this statement strike you?:

"The Board is convinced that over-emphasis of detail in its report can serve only as a deterrent to decision and a hinderance to vigorous implementation. For the same reason no marshalling of arguments is included."

## REFINEMENT OF BAROMETER FORMAT

In response to the criticism voiced by some individuals, confirming our own judgments, that the BAROMETER in the past few issues has been somewhat too "free form," we have tentatively decided on the following general format:

1. Lead quotation
2. Editorial
3. Letters to the Editor
4. Items of general interest
5. Old business
6. New business
7. "Have you every wondered" section

OVER

This format will be revised or revamped from time to time; we intend to retain the strong elements and discard the weak ones on the basis of feedback. Within these general guidelines, we intend to steer a sinuous course in order to provide a broad base of information to the widest audience. This policy is based on the assumption that by this time we have all learned to select and discard information: our aim is to provide at least one item of information in each issue which may strike a responsive chord in each reader. Please let us know when we fail to achieve this goal.

#### LETTERS TO THE EDITOR

LCDR J. P. McNICHOLS:

"One of contemporary America's best loved, most perceptive and least bombastic personalities has scored another bullseye in commenting on our human problems and foibles. The April 27th version of PEANUTS depicts our hero, Charlie Brown, musing over his report card with his friend, Linus. After citing his C grades in History, Math, Reading, and, in fact, "in everything," he concludes in the fourth frame of the cartoon that, "I'm a straight "blah" student."

There would seem to be little reason for sensing humor in this episode, but for the apparent truth that readers would see in it. How many of us have experienced a similar "blah" feeling over a C in a graduate course, or the exhilarating relief of having eked out a B, so that we need not feel unsuccessful, inadequate, or inferior? Is this arbitrary dividing line therefore a healthy influence on our education if it engenders feelings similar to those of Charlie Brown? Good Old Charlie Brown's despondency seems solely attributable to his C grades, not to his store of knowledge, or lack of it, in the areas of Math, History, etc. How many of us are forced to have identical emotions regarding QPRs and grades? The answer to this question should be carefully sought by the committee that is to investigate a pass/fail marking system at Naval Postgraduate School (maybe Charles Schulz should be queried)."

EDITORIAL COMMENT: Asking Charlie Brown or any student at NPS to come up with a proposal for revising the grading system is like asking Socrates how he would like his hemlock. Should the time ever come for such a decision, however, the student body should be aware of one of the proposals that is now under study by the Faculty Council. Developed by the Instruction Committee, Department of Aeronautics, this proposal recommends the adoption of something they call an operational grading system, where each grade given would be defined in operational terms as follows:

#### OPERATIONAL GRADING SYSTEM - REVISED PROPOSAL

| <u>Course Grade</u> | <u>Course Level</u> | <u>Grade Denotes Performance Which Qualified for Degree Credit as Indicated Below</u>  |
|---------------------|---------------------|--|
| A                   | 1XXX                | Undergraduate degree with honors and with strong recommendation for eventual admission to graduate standing.   |
|                     | 2XXX                |  |
|                     | 3XXX                |  |
|                     | 3XXX<br>4XXX        | Graduate degree with honors.   |
| B                   | 1XXX                | Undergraduate degree with recommendation for eventual admission to graduate standing.  |
|                     | 2XXX                |  |
|                     | 3XXX                |  |
|                     | 3XXX<br>4XXX        | Graduate degree.   |
| C                   | 1XXX                | Undergraduate degree without recommendation for eventual admission to graduate standing.   |
|                     | 2XXX                |  |
|                     | 3XXX                |  |
|                     | 3XXX<br>4XXX        | No credit toward graduate degree.<br>Grade C shall not be used in 4XXX courses.  |
| X                   | all levels          | No degree credit, either graduate or undergraduate.  |
| I                   | all levels          | Signifies incomplete or deficient work. No degree credit granted unless deficiency be removed within a fixed time interval. If deficiency be removed, grade I shall be replaced by grade earned, with corresponding degree credit. |



#### NOTES:

1. In place of symbols A, B, C, X, I other symbols may be chosen if preferred, for example, H, G, P, F, I.
2. The requirements for each degree shall establish appropriate categories of courses and levels and specify the minimum number of credit hours required in each category to qualify for the degree. (See below for an example of this.)
3. In the above tabulation, the degree credit shown is always the maximum credit allowed for that grade. Naturally, whenever a grade of B is required, this requirement is also satisfied by a grade of A. Similarly, whenever a grade of C is required, this requirement is also satisfied by grades of B or A.

An example showing how this system might work in Aeronautical Engineering is as follows:

#### HYPOTHETICAL REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN AERONAUTICAL ENGINEERING UNDER NEW GRADING SYSTEM

| <u>Category</u>   | <u>Minimum<br/>Credit Hours<br/>Required</u> | <u>Grade Required to<br/>Qualify Course for<br/>Degree Credit</u> |
|---|--|---|
| 1. Total Graduate Courses<br>(3000 and 4000 level)                                | 36   | A or B  |
| 2. Courses in Category 1 which are<br>at the 4000 level                           | 20   | A or B  |
| 3. Courses in Category 1 which are given<br>by departments other than Aeronautics | 10   | A or B  |
| 4. Thesis (in addition to Category 1)   | 12   | A or B  |

#### NOTES:

1. The degree is earned when the student has accumulated the number of credit hours in each category shown above at the respective grade levels indicated.
2. There is no particular QPR required to qualify for the basic degree. (A QPR requirement might be invoked for the honors degree, but this question lies beyond the scope of the present example.)
3. In general, a grade of A in one course cannot be used "to balance out" a grade of C in another. This maintains performance consistently at the graduate level.
4. If a student fails to earn the minimum required grade in a particular course, he receives no degree credit for that course. He need not necessarily repeat that specific course if he can accumulate the necessary credits through other courses in the same category. The academic penalty for failing a course is simply the failure to earn the degree credits involved, despite the time and effort expended. However, credits successfully earned in other courses are not put in jeopardy thereby. In this respect the proposed system avoids the unduly punitive aspect associated with use of the QPR. Nevertheless, it still preserves academic standards at any required level of excellence.

EDITORIAL COMMENT ON MARKING SYSTEM: The proposal is obviously not a pass/fail system, but we feel it has certain merits, particularly the operational definitions which are proposed to describe the various marks. This system comes closer to quantifying what actually happens when grades are given under the present system; what must still be addressed is just how relevant any marking system is to what NPS is tasked to do with and for Naval officers who are selected for postgraduate education. It is hoped that the Committee appointed by the Academic Council to study the pass/fail, or for that matter, any revised marking system, will consider the question within the broad framework of how the needs of the Navy can best be served.

#### LA MESA TOWN MEETING

On the evening of 4 May, an open town meeting was held at King Hall to discuss various subjects relating to La Mesa Village. The meeting was conducted by CDR. Jim Schumann, NPS Public Works and Housing Officer. Also in attendance were Captain Gaines, the Head of Security, Housing Office representatives, a representative of the cable TV contractor, and about 35 residents of La Mesa Village. The editors of the BAROMETER have the following observations to make concerning this meeting:

1. CDR. Schumann led off with a well-organized and low key response to the various discussion items which had been submitted in writing prior to the meeting. He addressed each category of items, giving the pros and cons of each proposal, and setting forth the reasoning behind existing Housing Office policy. Upon completion of his presentation, he opened the meeting for general discussion. During the course of the meeting, CDR. Schumann stated that a full report of the meeting would be made available to all residents of La Mesa at a later date. We will withhold comment on specific items until this report becomes available.
2. The meeting demonstrated the following to us:
  - a. That responsible officials concerned with La Mesa are well aware of the majority of problems which exist, that within the limited resources available there is a sincere desire to deal with these problems, and that the Housing Officer/Head of Security encourage residents to contact them directly whenever problems exist.
  - b. That some of the legitimate concern of residents for the security of their person and belongings is greatly watered down by what we can only characterize as the "fence-building" syndrome. To the best of our knowledge, no fence or gate devised to date provides absolute security from that amorphous "them." We feel that the present system of random patrolling, immediate reporting of suspicious activity, and a general community awareness of potential security problems is, in the long run, a much stronger and more flexible method of control. We would add that the present system could be strengthened greatly by more communication from Security: if, as we were given to understand, Security depends on the residents for rapid reporting, then it is only reasonable to expect Security to inform the residents of the types of incidents which have occurred in the recent past, and when and where they occurred, so that we can optimize our interaction with the Security system.
  - c. That a turnout of less than 5% of the residents indicates either an overwhelming satisfaction with present procedures or a gross willingness to have others preside over your own affairs.
  - d. That CDR. Schumann and the other NPS representatives at the meeting are to be commended for their superhuman self-control in the face of such trivia as complaints about straying pets.
3. We strongly support CDR Schumann's frequently repeated contention that many of the La Mesa's problems can best be solved by proceeding on the assumption that most residents are mature individuals and that we should know how to be good neighbors by now.

We look forward to continued evidence that this basic attitude is not in fact a misplaced trust.

#### OLD BUSINESS

1. LAST WEEK'S QUESTIONNAIRE Response to date indicates that we may be on the right track. The results will be printed in next week's issue. Sample comments in remarks section, submitted by a second year student:
 

"OA is apparently unable to get rid of UNSAT instructors and acquire better ones. Strong recommendations which we made during the past three quarters concerning changes in sequence of courses and dismissal of instructors have, as yet, had no effect. A civilian professor has altogether too much independence. Senior professors or the curricular officer will not even sit in on a class to find out what the students are b-----ing about. People who need this type of security (i.e. tenure) are not, in general, competent or competitive. If the Navy operated this way, we would still be a British colony."

EDITORIAL COMMENT: Perhaps a statement of an extreme position, this randomly selected comment is very representative of those received. At a time when the merger of the OA and BA & E departments is being marketed as a great step towards upgrading the Management curriculum, it should not be forgotten that internal weaknesses are equally as additive as strengths. The term "firing" or "dismissal" of UNSAT instructors shows up all too frequently in the questionnaire responses by students for it to be overlooked. We would favor a comprehensive system of instructor development which emphasizes supervision, growth, and non-threatening evaluation over a "make-or-break" system with the end result of massive turnover. Many of us have seen the result of such piece-meal approaches in the Navy: the cruel facts are that the lack of a supportive development program ultimately guarantees poor performance, particularly since there is little assurance that the replacement will be any better than the individual replaced. The



BAROMETER would welcome a carefully reasoned approach to this problem, with primary emphasis on instructor development, because of its total unavailability in the existing literature, to wit, the "hard-line" approach to tenure by Governor Reagan and its echoes in last week's issue of TIME magazine. In other words, we would like to see NPS build on its existing strengths in the area of instruction without causing massive disruption of the tenure system and the necessary security it represents for the teaching profession.

2. STUDENT REPRESENTATION ON THE COMPUTER COUNCIL: Following the strong lead of the Faculty Scholarship Committee the possibility of student membership on the COMPUTER COUNCIL has developed. The tentative proposal is as follows:

- a. Add one voting student representative to the Computer Council.
- b. The representative and alternate should be chosen by the "Student Computer Users Committee"; this Committee in turn would have two student representatives appointed by each Curricular Officer.  
(See NPS Memorandum NC4(53Kr)/dr of 27 April for full proposal.)

In addition, the BAROMETER has been informed that a Computer Users' Committee has been formed, with Professor Duffin (X2213) as Chairman until 30 June 1971, and Professor Musgrave (X2615) as Chairman after 30 June. This Committee has been formed for the following purposes:

- a. To assist in keeping users informed.
- b. To gather information and constructive criticism concerning unusual difficulties encountered by users.
- c. To receive suggestions about how service might be improved.

EDITORIAL COMMENT: At the risk of repeating ourselves, we welcome this initiative by the Computer Council. In addition to student representation on the Computer Council, however, we would like to point out that there is one rather glaring omission on the present Council and the proposed Users' Committee: the properly constituted Administrative ADP Coordinator for NPS (Code 0329), who has responsibility for all administrative ADP programs at NPS, is not at present a member. In addition, information as to the membership of the Computer Council and what it has done in the past is not readily available to all elements of the NPS community.

3. LIBRARY MATTERS: Some members of the library staff are miffed at the comment concerning the fact that the library is shut down over the weekend. In fairness to them, we know that the library is open from 8-12 a.m. on Saturdays and from 6-10 p.m. on Sundays, and that the hours were developed over the years based on usage. In addition, it is recognized that usage wanes considerably on nights when TV programming is particularly good. On the other hand, a national survey conducted in May, 1969 indicated that the average college/university library in a random sample stayed open more than 94 hours a week, with extremes at 81 and 110 hours. Contrast this with 78 for NPS, and this says something either about library services or our perception of the library as a functional part of our environment. We suggest that before we move into the new library, the matter of library hours and how the library can improve its status (aside from a pristine physical plant) in the community be given careful consideration.

#### NEW BUSINESS

In the weeks to come, we will present new material on curriculum development, more on NPS internal organization, and more comments developed from BAROMETER Questionnaire 1-71. We hope, as we move through the problem definition phase of our thinking, that we can begin to move into concept formulation and proposal of alternative solutions.

#### HAVE YOU EVER WONDERED .....

Why the entrance and exit to the HERRMANN Hall Basement which leads by the new Z-gram Board and the Action-Line Bulletin Board cannot be widened to accommodate two medium-sized Naval officers, (male or female) one up and one down? Traffic engineers would refer to this as a natural choke point in traffic flow.

What the decision criteria are for purchasing and shelving books in the "bookstore"?

Why the BAROMETER is conspicuously absent from many bulletin boards identified for dissemination of information to students?

#### LATE NOTE

NPSINST 1500.1 dated 28 April 1971 sets forth the rules concerning class attendance by personnel other than full-time officer students. This program is being administered by the Dean of Curricula, Room He-M15.